ALTERNATIVE EDUCATION
2007-2008 SUMMARY REPORT
208 programs serving 23,607[1] students in 62 counties and 183 school corporations

STATEWIDE OUTCOMES FOR ALTERNATIVE EDUCATION STUDENTS (2007-2008):

Please note that outcomes listed below represent the most accurate outcome for the student at the time of departure from the alternative education program, or at the end of the year (whichever came first).

76% of 6-12th graders served by alternative education had positive outcomes:
    14% received a high school diploma (50% of 12th graders received a diploma)
    2% earned a GED diploma
    60% met or made progress toward individual goals set in the Individual Service Plan

24% of students served by alternative education had negative outcomes:
    15% made no progress toward individual goals (but stayed in the program)
    6% dropped out of school
    3% were expelled

PROGRESS ON STATEWIDE GOALS FOR ALTERNATIVE EDUCATION

1. Increase the percentage of alternative education programs meeting or making progress on program goals[2].

05-06 ACTUAL	06-07 TARGET	06-07 ACTUAL	07-08 TARGET	07-08 ACTUAL
n/a	n/a	n/a	n/a	78%

2. Increase the percentage of eligible 12th grade students in alternative education programs who graduate.

05-06 ACTUAL	06-07 TARGET	06-07 ACTUAL	07-08 TARGET	07-08 ACTUAL
54%	57%	**47%[3]**	50%	**50%**

3. Increase the percentage of students served by alternative education programs who achieve positive outcomes (earn HS diploma or GED diploma; meet or make progress toward individual goals).

05-06 ACTUAL	06-07 TARGET	06-07 ACTUAL	07-08 TARGET	07-08 ACTUAL
81%	84%	**66%**	70%	**76%**

4. Decrease the number of dropouts in school corporations with grades 9-12 alternative education programs.

05-06 ACTUAL	06-07 TARGET	06-07 ACTUAL	07-08 TARGET	07-08 ACTUAL
8,533	8,320	**7,697**	7,505	TBD

5. Decrease the number of expulsions in school corporations with grades 6-12 alternative education programs.

05-06 ACTUAL	06-07 TARGET	06-07 ACTUAL	07-08 TARGET	07-08 ACTUAL
5,735	5,592	**5,142**	5,013	TBD

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[1]The 23,710 count includes students who were served by alternative education multiple times in 2007-2008. 22,705 is the total unduplicated count of students served.
[2] Standardized goals were put in place for the first time in 2007-2008, which was a baseline year.
[3] Actual numbers shaded in pink mean goal was not meant; actual numbers shaded in green mean goal was met.

GENERAL INFORMATION:

Table 1: Program Types

TYPE OF PROGRAM	% OF TOTAL PROGRAMS
1. A short-term placement at a Detention Center. The program keeps students involved in educational program that addresses skill deficits and individualizes instruction so they continue to progress academically and do not lose credits.	4% (8)
2. To bring students who have not passed necessary state tests, who have failing grades, or who are in need of credits back to the level of their peers. School personnel employ a variety of strategies to assess, remediate, and accelerate learning for these students, with the goal of transitioning the students to the traditional classroom setting when they have reached appropriate academic levels.	32% (66)
3. To deal with students who have had behavioral/discipline issues ("disruptive students"). The purpose is to remove these students from the traditional classroom and modify their behavior so that they can return and be successful. These programs may operate as an alternative to expulsion and generally include behavioral interventions and address social/emotional development, with the goal of transitioning students back to the traditional classroom setting when they have appropriately modified their behavior.	24% (50)
4. To prepare students for life after school by helping them finish their academic studies and teaching them to be productive members of the community. Programming seeks to reengage disengaged students, prepare pregnant or parenting students, and assist students who must work to support themselves or their families by linking the academic programming with career and service learning opportunities.	40% (84)

Table 2: Total Enrollment by Category

CATEGORY	% OF TOTAL ENROLLMENT
GRADE LEVEL	
Grade 6	2.4%
Grade 7	10.2%
Grade 8	13.2%
Grade 9	16.7%
Grade 10	16.5%
Grade 11	17.5%
Grade 12	23.5%
GENDER	
% Male	58.1%
% Female	41.9%
ETHNICITY	
% American Indian	0.4%
% African-American	33.8%
% Asian	0.4%
% Hispanic	7.2%
% White	54.5%
% Multiracial	3.7%
FREE/REDUCED LUNCH STATUS	
% Free Lunch	50.6%
% Reduced Lunch	7.6%
% Paid Lunch	41.8%
EDUCATION TYPE	
% Special Education	19.5%
% General Education	80.5%

Table 3: Total Enrollment by Eligibility

Total Enrollment by Eligibility Type	
Eligibility Type	**% of Total**
Intends to withdraw/has withdrawn	9.5%
Failed to comply academically	57.7%
Parent or expectant parent	5.0%
Required employment	0.9%
Disruptive student	26.9%

According to alternative education legislation (Indiana Code 20-30-8), in order for an approved alternative education program to receive funding for a student, a student must meet one of the five eligibility categories described in Table 3.

Table 4: Grade Level Enrollment by Program Type

Program Type	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	TOTAL
1	4.3%	9.2%	17.0%	26.6%	23.8%	14.3%	4.7%	**100%**
2	3.5%	18.6%	21.0%	17.4%	11.4%	11.4%	16.7%	**100%**
3	3.0%	10.1%	14.5%	19.9%	20.3%	17.8%	14.4%	**100%**
4	0.5%	2.8%	4.3%	11.5%	17.2%	23.9%	39.8%	**100%**

The table above represents the percentage of each grade level represented by the program type. For example, of the students who were served by Type 4 programs, about 7.7% were in grades 6-8, while 92.3% were in grades 9-12. The table shows that the vast majority of students served by Type 4 programs are in grades 9-12, and a large percentage of those students (64%) are in grades 11 or 12. In contrast, a greater percentage of 6-8th grade students are served by Types 2 and 3 programs (43% and 28%, respectively) than Type 4 programs. At the same time, students in grades 9-12 still make up the majority of students served by all types of alternative education programs. Students served by alternative education made up 4% of the total enrollment of all students (grades 6-12) in public schools in Indiana in 2007-2008.

Table 5: Percent of Total Grade Level Enrollments by Program Type

Program Type	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
1	20%	10%	15%	18%	16%	9%	2%
2	50%	63%	54%	36%	24%	22%	24%
3	21%	17%	19%	20%	21%	17%	10%
4	9%	10%	12%	26%	39%	51%	63%
TOTAL	100%	100%	100%	100%	100%	100%	100%

The table above represents the breakdown in each grade level by program type. For example, of all the 6th graders served by alternative education, 20% were served in Type 1 programs; 50% were served in Type 2 programs; 21% were served in Type 3 programs; and 9% were served in Type 4 programs. It can be seen in the table above that the majority of students in grades 6-8 are served by Type 2 programs, while the majority of students in grades 10-12 are served by Type 4 programs. This is not surprising, as Type 4 programs are generally designed to prepare students for life after high school, while Type 2 programs generally focus on helping students get back on track academically and then students return to the traditional educational setting.

Table 6: Eligibility by Program Type

Program Type	Intends to withdraw or has withdrawn	Failed to comply academically	Parent/Expectant Parent	Required Employment	Disruptive Student	TOTAL
1	1.2%	7.9%	0.04%	0.0%	90.9%	**100%**
2	9.0%	84.9%	1.1%	0.3%	4.8%	**100%**
3	3.7%	33.4%	2.1%	0.4%	60.3%	**100%**
4	15.2%	59.0%	11.4%	1.8%	12.4%	**100%**

The table above represents the percentage of each eligibility category represented by the program type. For example, in Type 2 programs, 9.0% of students were classified as intending to withdraw or having withdrawn; 84.9% were classified as failing to comply academically; 1.1% were parents or expectant parents; 0.3% had required employment; and 4.8% were classified as disruptive students. Type 2 programs tend to serve a majority of students who are failing academically, because the mission of Type 2 programs is to help students catch up academically so that they can transition back to the traditional educational setting. While Type 4 programs also serve a majority of students who have failed academically, these programs serve larger percentages of students who are parents or expectant parents or students who have withdrawn or intended to withdraw. Type 4 programs often offer self-paced curricula and

independent study in conjunction with projects, service learning, and vocational education or work opportunities to meet the needs of these students. In contrast, Type 3 programs serve a majority of students who are classified as disruptive students, because they are primarily designed to help students take responsibility for their behavior and make positive modifications so that they can transition back to the traditional classroom setting and be successful. Type 1 programs are located in detention centers, so they also tend to serve a majority of students who are classified as disruptive.

Table 7: Outcomes by Program Type

Program Type	Earned HS Diploma	Earned GED	Attained All Goals in ISP	Made Progress on Goals in ISP	No Progress but Stayed in Program	Dropped Out	Expelled	TOTAL
1	0.0%	4.1%	50.0%	41.4%	3.8%	0.8%	0.0%	**100%**
2	6.8%	0.4%	20.0%	51.5%	18.0%	2.5%	0.8%	**100%**
3	6.8%	1.4%	27.2%	33.0%	19.3%	6.0%	6.3%	**100%**
4	25.6%	3.3%	21.4%	26.3%	11.5%	8.9%	3.0%	**100%**
Statewide	14.1%	1.8%	22.5%	37.9%	15.3%	5.6%	2.7%	**100%**

This table represents the breakdown by outcome for each program type. Note that for all calculations of student outcomes, students who transferred to another educational setting prior to completing the alternative education program are not included in the analysis. This table shows the percentages of students achieving each outcome for each type of program. For example, for all students served in Type 2 programs, 6.8% earned a high school diploma; 0.4% earned a GED; 20.0% attained all goals in their Individual Service Plans (ISPs); 51.5% made progress on goals in ISPs but did not attain all goals; 18.0% made no progress on goals in their ISPs but remained in the program; 2.5% dropped out of the alternative education program, not returning to any other educational setting; and 0.8% were expelled from the alternative education program. The largest percentage of students receiving high school diplomas as an outcome was in Type 4 programs, which is not surprising given that Type 4 programs serve the majority (63%) of all 12th grade students enrolled in alternative education. Given that Type 4 programs also enroll a majority of students who are in grades 11-12, it is also not surprising that the highest percentage of students who dropped out as an outcome were in Type 4 programs (because students in grades 11-12 are more likely to be of legal age to drop out).

Table 8: Aggregated Outcomes by Program Type

Program Type	Positive	Negative	TOTAL
1	95.4%	4.6%	**100%**
2	78.7%	21.3%	**100%**
3	68.4%	31.6%	**100%**
4	76.7%	23.3%	**100%**
Statewide	76.4%	23.6%	**100%**

This table represents the breakdown of outcomes by program type. Note that for all calculations of student outcomes, students who transferred to another educational setting prior to completing the alternative education program are not included in the analysis. Positive outcomes are defined as obtaining a high school diploma; obtaining a GED diploma; meeting all goals in the Individual Service Plan (ISP); or making progress toward goals in the ISP. Negative outcomes are defined as not making progress on goals in the Individual Service Plan (ISP); dropping out of school; or being expelled from the alternative education program. For example, Type 4 programs had 76.7% of their students with positive outcomes and 23.3% with negative outcomes. Types 1, 2, and 4 programs outperformed the statewide average performance, while Type 3 programs were slightly below the statewide average in terms of positive outcomes.

Table 9: Percent of Total Outcomes by Program Type

Program Type	Earned HS Diploma	Earned GED	Attained Goals in ISP	Made Progress on Goals in ISP	No Progress but Stayed in Program	Dropped Out	Expelled
1	0.0%	4.7%	4.7%	2.3%	0.5%	0.3%	0.0%
2	19.3%	9.1%	35.6%	54.5%	47.0%	17.9%	12.0%
3	8.7%	14.1%	21.8%	15.7%	22.7%	19.3%	43.1%
4	72.0%	72.1%	37.9%	27.5%	29.8%	62.6%	44.9%
TOTAL	100%	100%	100%	100%	100%	100%	100%

This table represents the breakdown in each outcome area by program type. For example, for ALL students whose outcomes were listed as "earned high school diploma", 0.0% were from Type 1 programs; 19.3% were from Type 2 programs; 8.7% were from Type 3 programs; and 72.0% were from Type 4 programs. As noted in previous sections, the reasons that students in Type 4 programs make up the largest percentages of students earning high school diplomas, earning GED diplomas, or dropping out are likely because Type 4 programs serve the largest percentages of 11th and 12th grade students of all program types. In addition, Type 3 programs make up a fairly large percentage of the students who were expelled, likely because they tend to serve students as an alternative to expulsion or to modify disruptive behavior. Therefore, they are more likely to serve students who may have had behavior issues prior to coming to the alternative education program. In addition, students in Type 4 programs may make up a larger percentage of students who were expelled because they serve a number of students who have had attendance issues at the traditional school; further attendance issues while in the alternative education program may result in expulsion.

Table 10: Outcome Categories by Grade, Gender, Race/Ethnicity, Poverty, and Special Education

Category	Earned HS Diploma	Earned GED	Attained Goals in ISP	Made Progress on ISP Goals	No Progress but Stayed in Program	Dropped Out	Expelled	TOTAL
GRADE LEVEL								
Grade 6	0%	0%	22%	67%	7%	1%	2%	100%
Grade 7	0%	0%	22%	58%	16%	0%	3%	100%
Grade 8	0%	0%	29%	51%	15%	1%	3%	100%
Grade 9	0%	1%	24%	50%	18%	3%	3%	100%
Grade 10	1%	2%	28%	38%	20%	7%	4%	100%
Grade 11	2%	4%	30%	36%	17%	8%	3%	100%
Grade 12	50%	2%	11%	16%	10%	9%	1%	100%
GENDER								
% Male	13%	2%	23%	38%	16%	5%	3%	100%
% Female	16%	1%	22%	38%	14%	6%	2%	100%

The table above represents the percentage of students attaining each outcome broken down by grade level and by gender. For example, for all 12th grade students served by alternative education in 2007-2008, 50% received a high school diploma; 2% received a GED diploma; 11% attained all goals in their Individual Service Plans (ISPs); 16% made progress toward ISP goals; 10% made no progress but did stay in school; and 10% dropped out or were expelled. The greatest percentage of 6th grade students had positive outcomes (89%), while 10th grade students had the smallest percentage of positive outcomes (68%).

Outcomes were about the same by gender. For all male students served by alternative education, 13% earned a high school diploma (compared to 16% of females); 2% earned a GED diploma (compared to 1% of females); 23% attained all goals in their ISPs (compared to 22% of females); 38% made progress on goals in their ISPs (the same percentage as females); 16% did not make progress but stayed in the program (compared to 14% of

females); and 8% dropped out or were expelled (the same percentage as females, although a slightly higher percentage of females dropped out and a slightly higher percentage of males was expelled).

Table 11: Percent of Total Outcome Categories by Grade, Gender, Race/Ethnicity, Poverty

Category	Earned HS Diploma	Earned GED	Attained Goals in ISP	Made Progress on ISP Goals	No Progress but Stayed in Program	Dropped Out	Expelled
GRADE LEVEL							
Grade 6	0%	0%	2%	4%	1%	1%	2%
Grade 7	0%	2%	10%	16%	11%	1%	12%
Grade 8	0%	3%	16%	17%	12%	2%	14%
Grade 9	0%	8%	17%	20%	18%	9%	19%
Grade 10	1%	17%	19%	15%	20%	19%	23%
Grade 11	3%	35%	23%	16%	20%	26%	17%
Grade 12	96%	35%	13%	11%	18%	42%	14%
TOTAL	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
GENDER							
% Male	49%	66%	56%	55%	59%	51%	66%
% Female	51%	34%	44%	45%	41%	49%	34%
TOTAL	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

The table above shows the breakdown in each eligibility category by grade and gender. For example, of ALL students who were classified as being expelled from school, 2% were in grade 6; 12% were in grade 7; 14% were in grade 8; 19% were in grade 9; 23% were in grade 10; 17% were in grade 11; and 14% were in grade 12. Of all students classified as dropping out, 51% were males and 49% were females.

Table 12: Outcome Categories by Eligibility

Category	Earned HS Diploma	Earned GED	Attained Goals in ISP	Made Progress on ISP Goals	No Progress but Stayed in Program	Dropped Out	Expelled	TOTAL
Withdrawn or planning to withdraw	27%	4%	14%	31%	9%	13%	2%	**100%**
Failing academically	13%	1%	22%	42%	16%	4%	1%	**100%**
Pregnant or parenting	27%	2%	18%	24%	12%	16%	1%	**100%**
Required employment	43%	2%	17%	14%	8%	14%	1%	**100%**
Disruptive student	4%	2%	30%	33%	18%	5%	7%	**100%**

Table 12 represents the percentage of students attaining each outcome category broken down by their reason for attending the alternative education program. For example, for all students referred to alternative education because they were failing academically and would benefit from alternative instruction, 13% earned a high school diploma; 1% earned a GED diploma; 22% attained all goals in their individual service plans (ISPs); 42% made progress on goals in ISP; 16% did not make progress on goals but remained in the program; 4% dropped out of the program; and 1% were expelled from the program. Students classified as failing to comply academically had the highest percentage of overall positive outcomes (79%), followed by students with required

employment (77%), students who were planning to withdraw or who had withdrawn (76%), students who were parents or expectant parents (71%), and students classified as disruptive students (70%).

Table 13: Percent of Total Outcome Categories by Eligibility

Category	Earned HS Diploma	Earned GED	Attained Goals in ISP	Made Progress on ISP Goals	No Progress but Stayed in Program	Dropped Out	Expelled
Withdrawn or planning to withdraw	21%	23%	7%	9%	6%	25%	10%
Failing academically	60%	50%	63%	71%	67%	42%	35%
Pregnant or parenting	10%	6%	4%	3%	4%	16%	3%
Required employment	3%	1%	1%	0%	1%	2%	0%
Disruptive student	6%	20%	25%	16%	22%	15%	52%
TOTAL	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Table 13 shows the breakdown in each outcome category by eligibility category. For example, of all of the students who were expelled from alternative education programs, 10% were eligible for alternative education because of having withdrawn from school or planning to withdraw; 35% were failing academically; 3% were pregnant or parenting; 0% had required employment; and 52% were disruptive students. This table shows where certain eligibility types are over or underrepresented in terms of outcomes. For example, although disruptive students made up only 27% of the total population of students served, they made up 52% of the expulsions. Although students who had withdrawn or intended to withdraw made up only 10% of the entire student population, they made up 21% of the high school diplomas, 23% of the GED diplomas, and 25% of the dropouts.